



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 10851276
SAU: Kittery School Department
School: Frisbee Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

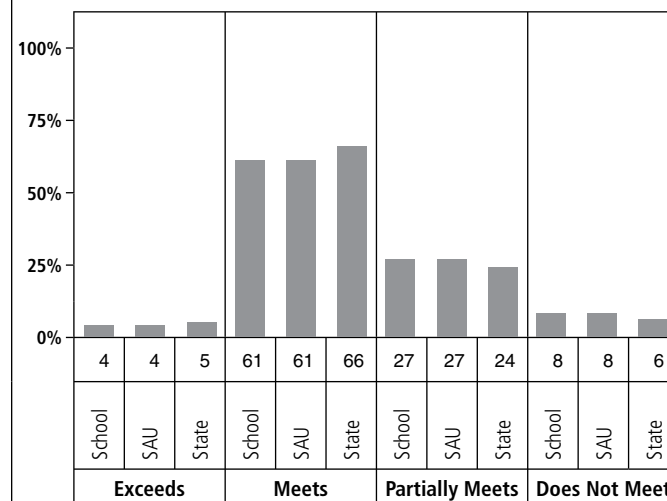
SAU: Kittery School Department

School: Frisbee Elementary School

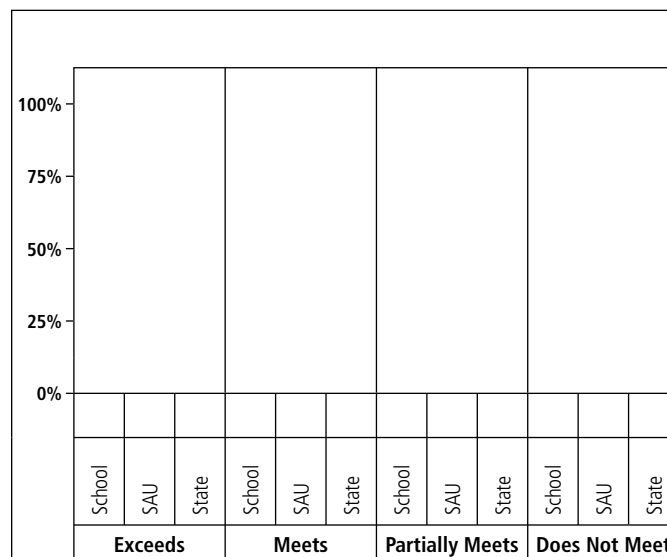
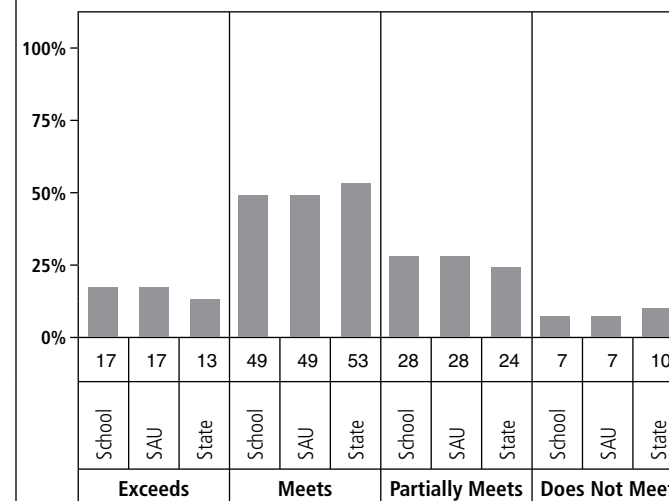
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	445	445	445
2007–2008	443	443	445
2008–2009	445	445	446
Cum. Avg.*	444	444	445
Mathematics			
2006–2007	447	447	445
2007–2008	446	446	445
2008–2009	448	448	446
Cum. Avg.*	447	447	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Kittery School Department
School: Frisbee Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	76	100	76	100	13805	100	75	99	75	99	13737	100	76	100	76	100	13746	100						
Ethnicity African American/Black	2	3	2	3	419	3	1	50	1	50	410	98	2	100	2	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	3	4	3	4	229	2	3	100	3	100	223	97	3	100	3	100	227	99						
Hispanic	1	1	1	1	149	1	1	100	1	100	148	99	1	100	1	100	148	99						
Caucasian/White	70	92	70	92	12883	93	70	100	70	100	12832	100	70	100	70	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	17	13	17	2383	17	13	100	13	100	2366	100	13	100	13	100	2364	99						
Current LEP	1	1	1	1	377	3	0	0	0	0	362	96	1	100	1	100	373	99						
Economically disadvantaged	18	24	18	24	5819	42	18	100	18	100	5782	99	18	100	18	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	62	82	62	82	10439	76	62	82	62	82	10471	76						
Identified disability (PET/IEP)	2	3	2	3	351	3	2	3	2	3	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	1	2	1	2	92	1	1	2	1	2	90	1						
Participation with accommodations	13	17	13	17	3142	23	14	18	14	18	3138	23						
Identified disability (PET/IEP)	11	85	11	85	1860	59	11	79	11	79	1860	59						
LEP	0	0	0	0	186	6	1	7	1	7	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	2	15	2	15	1060	34	2	14	2	14	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	1	1	1	1	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Kittery School Department
School: Frisbee Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	0	0	0	0	507	4
	2007-2008	1	1	1	1	559	4
	2008-2009	3	4	3	4	672	5
	Cum. Total*	4	2	4	2	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	54	71	54	71	8749	63
	2007-2008	38	55	38	55	8308	59
	2008-2009	46	61	46	61	8917	66
	Cum. Total*	138	63	138	63	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	17	22	17	22	3467	25
	2007-2008	24	35	24	35	3922	28
	2008-2009	20	27	20	27	3241	24
	Cum. Total*	61	28	61	28	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	5	7	5	7	1165	8
	2007-2008	6	9	6	9	1264	9
	2008-2009	6	8	6	8	751	6
	Cum. Total*	17	8	17	8	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.5	63.5	30.5	63.5	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	15.3	63.8	15.3	63.8	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	15.3	63.8	15.3	63.8	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Kittery School Department
 School: Frisbee Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	75	3	4	46	61	20	27	6	8	445	75	4	61	27	8	445	13581	5	66	24	6	446
Ethnicity																						
African American/Black	1										1						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	3										3						221	9	62	22	7	447
Hispanic	1										1						146	1	64	28	6	445
Caucasian/White	70	2	3	43	61	19	27	6	9	444	70	3	61	27	9	444	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	3	23	5	38	5	38	436	13	0	23	38	38	436	2211	1	39	42	18	439
No	62	3	5	43	69	15	24	1	2	447	62	5	69	24	2	447	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	75	3	4	46	61	20	27	6	8	445	75	4	61	27	8	445	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	18	0	0	10	56	8	44	0	0	446	18	0	56	44	0	446	5677	2	57	32	9	443
No	57	3	5	36	63	12	21	6	11	444	57	5	63	21	11	444	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	75	3	4	46	61	20	27	6	8	445	75	4	61	27	8	445	13575	5	66	24	6	446
Gender																						
Female	40	3	8	26	65	9	23	2	5	447	40	8	65	23	5	447	6580	7	68	21	5	448
Male	35	0	0	20	57	11	31	4	11	442	35	0	57	31	11	442	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	5	42	7	58	0	0	441	12	0	42	58	0	441	2127	1	48	42	9	441
No	63	3	5	41	65	13	21	6	10	445	63	5	65	21	10	445	11454	6	69	20	5	447
Gifted/talented program																						
Yes	5	2	40	3	60	0	0	0	0	458	5	40	60	0	0	458	324	27	72	1	0	458
No	70	1	1	43	61	20	29	6	9	444	70	1	61	29	9	444	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Kittery School Department

School: Frisbee Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	100	0	0	0	0	444	3	0	100	0	0	444	4	2	45	36	17	441
B. less than one hour	76	3	5	35	61	14	25	5	9	445	76	5	61	25	9	445	75	5	67	23	4	447
C. one to two hours	21	0	0	9	56	6	38	1	6	443	21	0	56	38	6	443	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	57	3	7	29	69	8	19	2	5	448	57	7	69	19	5	448	40	8	71	17	4	449
B. good	31	0	0	13	57	9	39	1	4	444	31	0	57	39	4	444	45	3	66	25	5	446
C. fair	12	0	0	4	44	3	33	2	22	438	12	0	44	33	22	438	13	1	54	35	10	442
D. poor	0										0						2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	27	0	0	14	70	5	25	1	5	445	27	0	70	25	5	445	31	8	69	19	4	448
B. They match some of what I have learned.	59	3	7	28	64	11	25	2	5	446	59	7	64	25	5	446	53	4	68	23	4	447
C. They match just a little of what I have learned.	12	0	0	2	22	4	44	3	33	435	12	0	22	44	33	435	11	2	54	35	10	442
D. There is no match.	3	0	0	2	100	0	0	0	0	454	3	0	100	0	0	454	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	6	75	2	25	0	0	445	11	0	75	25	0	445	19	4	54	31	11	443
B. about the same as my regular schoolwork	61	3	7	27	60	12	27	3	7	446	61	7	60	27	7	446	63	6	69	22	4	447
C. easier than my regular schoolwork	28	0	0	13	62	6	29	2	10	445	28	0	62	29	10	445	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	10	0	0	4	57	3	43	0	0	442	10	0	57	43	0	442	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	41	0	0	20	67	7	23	3	10	443	41	0	67	23	10	443	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	49	3	8	21	58	10	28	2	6	448	49	8	58	28	6	448	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	26	2	11	12	63	4	21	1	5	447	26	11	63	21	5	447	21	8	68	19	5	448
B. 20 minutes to an hour	61	1	2	29	64	12	27	3	7	446	61	2	64	27	7	446	55	5	70	21	4	447
C. less than 20 minutes	9	0	0	3	43	3	43	1	14	439	9	0	43	43	14	439	13	2	57	33	8	443
D. I rarely read at home.	4	0	0	2	67	1	33	0	0	445	4	0	67	33	0	445	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	18	0	0	6	46	5	38	2	15	441	18	0	46	38	15	441	25	3	59	30	8	444
B. six to ten pages	29	0	0	13	62	6	29	2	10	441	29	0	62	29	10	441	24	4	64	26	6	445
C. eleven or more pages	53	3	8	26	67	9	23	1	3	448	53	8	67	23	3	448	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	430	100	0	0	0	100	430						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Kittery School Department
School: Frisbee Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	8	11	8	11	1054	8
	2007-2008	8	12	8	12	1321	9
	2008-2009	13	17	13	17	1712	13
	Cum. Total*	29	13	29	13	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	44	58	44	58	7394	53
	2007-2008	34	49	34	49	7079	51
	2008-2009	37	49	37	49	7270	53
	Cum. Total*	115	52	115	52	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	19	25	19	25	3729	27
	2007-2008	21	30	21	30	3955	28
	2008-2009	21	28	21	28	3219	24
	Cum. Total*	61	28	61	28	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	5	7	5	7	1735	12
	2007-2008	6	9	6	9	1642	12
	2008-2009	5	7	5	7	1408	10
	Cum. Total*	16	7	16	7	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	31.8	66.3	31.8	66.3	30.8	64.2
A. Number	20	42	13.3	66.5	13.3	66.5	12.5	62.5
B. Data	8	17	5.4	67.5	5.4	67.5	5.3	66.3
C. Geometry	10	21	6.5	65.0	6.5	65.0	6.5	65.0
D. Algebra	10	21	6.5	65.0	6.5	65.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Kittery School Department
 School: Frisbee Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	76	13	17	37	49	21	28	5	7	448	76	17	49	28	7	448	13609	13	53	24	10	446
Ethnicity																						
African American/Black	2										2						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	3										3						225	22	45	20	12	448
Hispanic	1										1						147	3	58	30	10	443
Caucasian/White	70	12	17	36	51	19	27	3	4	449	70	17	51	27	4	449	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	4	31	7	54	2	15	438	13	0	31	54	15	438	2227	3	34	33	30	437
No	63	13	21	33	52	14	22	3	5	450	63	21	52	22	5	450	11382	14	57	22	7	448
Current LEP																						
Yes	1										1						370	7	35	31	27	439
No	75	13	17	37	49	21	28	4	5	449	75	17	49	28	5	449	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	18	2	11	8	44	7	39	1	6	445	18	11	44	39	6	445	5704	6	48	30	16	442
No	58	11	19	29	50	14	24	4	7	449	58	19	50	24	7	449	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	76	13	17	37	49	21	28	5	7	448	76	17	49	28	7	448	13603	13	53	24	10	446
Gender																						
Female	41	9	22	18	44	10	24	4	10	448	41	22	44	24	10	448	6591	12	54	24	11	446
Male	35	4	11	19	54	11	31	1	3	448	35	11	54	31	3	448	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	7	58	5	42	0	0	444	12	0	58	42	0	444	2131	3	41	38	18	440
No	64	13	20	30	47	16	25	5	8	449	64	20	47	25	8	449	11478	14	56	21	9	448
Gifted/talented program																						
Yes	5	5	100	0	0	0	0	0	0	469	5	100	0	0	0	469	324	64	34	2	0	464
No	71	8	11	37	52	21	30	5	7	447	71	11	52	30	7	447	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Kittery School Department

School: Frisbee Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	50	0	0	1	50	442	3	0	50	0	50	442	4	4	37	30	28	438
B. less than one hour	75	13	23	26	46	15	26	3	5	450	75	23	46	26	5	450	75	13	55	23	9	447
C. one to two hours	22	0	0	10	59	6	35	1	6	445	22	0	59	35	6	445	18	12	54	24	10	446
D. more than two hours	0										0						2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	8	24	19	58	4	12	2	6	453	44	24	58	12	6	453	37	22	56	16	7	451
B. good	40	4	13	13	43	12	40	1	3	447	40	13	43	40	3	447	45	9	56	25	9	446
C. fair	13	1	10	5	50	4	40	0	0	447	13	10	50	40	0	447	14	3	46	34	17	440
D. poor	3	0	0	0	0	1	50	1	50	429	3	0	0	50	50	429	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	45	5	15	23	68	6	18	0	0	451	45	15	68	18	0	451	35	19	56	19	7	450
B. They match some of what I have learned.	43	7	22	10	31	13	41	2	6	447	43	22	31	41	6	447	51	11	56	25	8	446
C. They match just a little of what I have learned.	9	1	14	3	43	2	29	1	14	446	9	14	43	29	14	446	10	5	43	31	21	440
D. There is no match.	3	0	0	1	50	0	0	1	50	436	3	0	50	0	50	436	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	0	0	3	43	1	14	3	43	439	10	0	43	14	43	439	17	5	44	31	20	441
B. about the same as my regular schoolwork	75	11	20	26	47	17	31	1	2	450	75	20	47	31	2	450	62	13	57	23	7	448
C. easier than my regular schoolwork	15	2	18	6	55	3	27	0	0	451	15	18	55	27	0	451	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	1	14	3	43	2	29	1	14	445	9	14	43	29	14	445	7	6	36	32	27	438
B. 30–45 minutes	40	7	23	14	47	8	27	1	3	450	40	23	47	27	3	450	25	7	52	28	12	444
C. 45–60 minutes	33	4	16	14	56	6	24	1	4	450	33	16	56	24	4	450	38	14	56	22	8	448
D. more than 60 minutes	17	1	8	6	46	5	38	1	8	445	17	8	46	38	8	445	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	3	1	50	0	0	1	50	0	0	452	3	50	0	50	0	452	3	4	36	31	28	438
B. two or three days a week	21	3	19	6	38	6	38	1	6	447	21	19	38	38	6	447	12	13	51	26	10	446
C. two or three times each month	24	3	17	7	39	8	44	0	0	447	24	17	39	44	0	447	32	15	58	20	7	449
D. never or almost never	52	6	15	24	62	6	15	3	8	450	52	15	62	15	8	450	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	5	26	11	58	3	16	0	0	452	26	26	58	16	0	452	26	12	50	25	13	445
B. two or three days a week	32	5	21	10	42	8	33	1	4	451	32	21	42	33	4	451	32	14	57	21	7	448
C. two or three times each month	31	2	9	10	43	10	43	1	4	445	31	9	43	43	4	445	26	13	56	22	8	448
D. never or almost never	11	1	13	6	75	0	0	1	13	449	11	13	75	0	13	449	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	436	100	0	0	100	0	436						
D.	0										0											